

## Rice Creek Elementary

4751 Hard Scrabble Road  
Columbia, SC 29229

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	886 Students	
<b>Principal</b>	Linda S. Hall	803-699-2900
<b>Superintendent</b>	Stephen W. Hefner, Ed.D.	803-738-3236
<b>Board Chair</b>	William Flemming, Jr., DMD	803-736-0015

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	18	2	1	0

### IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Good	Good	Yes

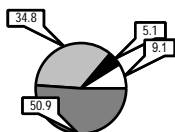
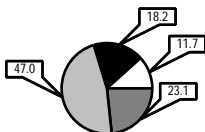
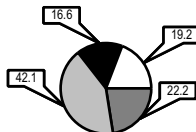
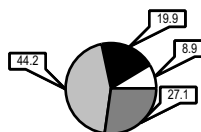
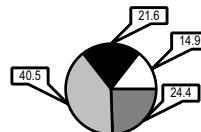
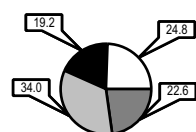
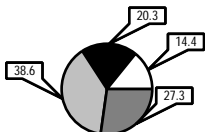
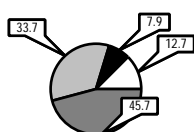
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

92.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	493	100.0	10.0	34.6	49.9	5.5	67.9	Yes	Yes
<b>Gender</b>									
Male	250	100.0	11.7	39.9	45.7	2.7	61.9		
Female	243	100.0	8.3	29.2	54.2	8.3	74.1		
<b>Racial/Ethnic Group</b>									
White	129	100.0	5.7	24.6	59.0	10.7	80.3	Yes	Yes
African American	317	100.0	12.5	39.1	44.8	3.6	62.3	Yes	Yes
Asian/Pacific Islander	22	100.0	0.0	16.7	83.3	0.0	83.3	I/S	I/S
Hispanic	18	100.0	7.7	53.8	38.5	0.0	46.2	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	424	100.0	4.7	34.7	54.7	5.8	73.7		
Disabled	69	100.0	44.1	33.9	18.6	3.4	30.5	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	493	100.0	10.0	34.6	49.9	5.5	67.9		
<b>English Proficiency</b>									
Limited English Proficient	19	100.0	0.0	38.5	61.5	0.0	61.5	I/S	I/S
Non-Limited English Proficient	474	100.0	10.3	34.5	49.5	5.6	68.1		
<b>Socio-Economic Status</b>									
Subsidized meals	147	100.0	16.5	47.1	31.4	5.0	55.4	Yes	Yes
Full-pay meals	346	100.0	7.5	29.9	56.9	5.7	72.6		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	493	100.0	13.0	46.7	22.6	17.8	60.6	Yes	Yes
<b>Gender</b>									
Male	250	100.0	13.0	43.9	23.3	19.7	60.5		
Female	243	100.0	13.0	49.5	21.8	15.7	60.6		
<b>Racial/Ethnic Group</b>									
White	129	100.0	6.6	41.0	25.4	27.0	74.6	Yes	Yes
African American	317	100.0	17.1	49.5	21.0	12.5	52.3	Yes	Yes
Asian/Pacific Islander	22	100.0	0.0	27.8	22.2	50.0	94.4	I/S	I/S
Hispanic	18	100.0	7.7	61.5	30.8	0.0	61.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	424	100.0	8.9	46.6	24.7	19.7	65.5		
Disabled	69	100.0	39.0	47.5	8.5	5.1	28.8	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	493	100.0	13.0	46.7	22.6	17.8	60.6		
<b>English Proficiency</b>									
Limited English Proficient	19	100.0	0.0	46.2	30.8	23.1	92.3	I/S	I/S
Non-Limited English Proficient	474	100.0	13.4	46.7	22.3	17.6	59.6		
<b>Socio-Economic Status</b>									
Subsidized meals	147	100.0	19.8	58.7	14.9	6.6	43.8	Yes	Yes
Full-pay meals	346	100.0	10.4	42.1	25.5	22.0	67.0		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	492	100.0	19.2	41.6	22.4	16.9	39.3
<b>Gender</b>							
Male	250	100.0	20.6	39.9	22.4	17.0	39.5
Female	242	100.0	17.7	43.3	22.3	16.7	39.1
<b>Racial/Ethnic Group</b>							
White	129	100.0	6.6	31.1	30.3	32.0	62.3
African American	316	100.0	25.7	45.0	20.0	9.3	29.3
Asian/Pacific Islander	22	100.0	0.0	44.4	11.1	44.4	55.6
Hispanic	18	100.0	23.1	69.2	7.7	0.0	7.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	423	100.0	16.6	41.4	23.7	18.2	42.0
Disabled	69	100.0	35.6	42.4	13.6	8.5	22.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	492	100.0	19.2	41.6	22.4	16.9	39.3
<b>English Proficiency</b>							
Limited English Proficient	19	100.0	23.1	30.8	23.1	23.1	46.2
Non-Limited English Proficient	473	100.0	19.1	41.9	22.4	16.7	39.1
<b>Socio-Economic Status</b>							
Subsidized meals	147	100.0	32.2	43.8	14.0	9.9	24.0
Full-pay meals	345	100.0	14.2	40.7	25.6	19.6	45.1

<b>Social Studies</b>							
All Students	492	100.0	8.9	44.5	26.9	19.6	46.6
<b>Gender</b>							
Male	250	100.0	8.5	40.8	30.0	20.6	50.7
Female	242	100.0	9.3	48.4	23.7	18.6	42.3
<b>Racial/Ethnic Group</b>							
White	129	100.0	3.3	31.1	32.8	32.8	65.6
African American	316	100.0	11.1	51.1	22.9	15.0	37.9
Asian/Pacific Islander	22	100.0	5.6	22.2	55.6	16.7	72.2
Hispanic	18	100.0	15.4	61.5	23.1	0.0	23.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	423	100.0	6.1	44.1	29.6	20.3	49.9
Disabled	69	100.0	27.1	47.5	10.2	15.3	25.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	492	100.0	8.9	44.5	26.9	19.6	46.6
<b>English Proficiency</b>							
Limited English Proficient	19	100.0	0.0	38.5	53.8	7.7	61.5
Non-Limited English Proficient	473	100.0	9.2	44.7	26.1	20.0	46.1
<b>Socio-Economic Status</b>							
Subsidized meals	147	100.0	16.5	52.1	20.7	10.7	31.4
Full-pay meals	345	100.0	6.0	41.6	29.3	23.0	52.4

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	139	99.3	7.4	26.7	54.1	11.9	65.9
	4	150	100.0	11.4	42.3	44.3	2.0	46.3
	5	140	100.0	15.0	47.1	33.6	4.3	37.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	166	100.0	6.0	21.6	63.4	9.0	72.4
	4	159	100.0	9.0	39.6	48.6	2.8	51.4
	5	168	100.0	12.0	42.0	42.0	4.0	46.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	139	100.0	14.7	58.8	18.4	8.1	26.5
	4	150	100.0	16.8	40.9	27.5	14.8	42.3
	5	140	100.0	17.1	37.1	27.9	17.9	45.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	166	100.0	13.4	60.4	20.1	6.0	26.1
	4	159	100.0	11.8	41.0	26.4	20.8	47.2
	5	168	100.0	10.0	40.7	22.7	26.7	49.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	166	100.0	18.7	52.2	21.6	7.5	29.1
	4	159	100.0	25.0	41.0	22.2	11.8	34.0
	5	167	100.0	13.4	34.2	22.8	29.5	52.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	166	100.0	6.7	50.0	25.4	17.9	43.3
	4	159	100.0	8.3	44.4	30.6	16.7	47.2
	5	167	100.0	10.7	38.9	25.5	24.8	50.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 886)</b>				
First graders who attended full-day kindergarten	88.8%	Down from 97.5%	100.0%	100.0%
Retention rate	1.6%	Up from 1.5%	1.6%	3.0%
Attendance rate	97.1%	Up from 96.9%	97.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	2.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	1.7%	3.2%
Eligible for gifted and talented	22.7%	Down from 25.8%	23.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.4%	Down from 7.5%	6.1%	8.2%
Older than usual for grade	0.7%	Up from 0.5%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
<b>Teachers (n= 58)</b>				
Teachers with advanced degrees	67.2%	Down from 71.7%	52.9%	52.6%
Continuing contract teachers	87.9%	Up from 79.2%	86.5%	83.3%
Highly qualified teachers	94.4%	Down from 97.9%	93.7%	93.5%
Teachers with emergency or provisional certificates	2.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	80.6%	Down from 82.6%	87.6%	87.0%
Teacher attendance rate	94.8%	Up from 93.2%	95.3%	95.0%
Average teacher salary	\$41,135	Up 2.5%	\$43,129	\$41,703
Prof. development days/teacher	13.9 days	Up from 13.8 days	12.0 days	12.8 days
<b>School</b>				
Principal's years at school	7.5	Up from 6.5	5.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 20.4 to 1	20.1 to 1	18.8 to 1
Prime instructional time	89.7%	Up from 88.5%	91.2%	89.8%
Dollars spent per pupil*	\$5,824	Up 10.9%	\$5,733	\$6,242
Percent of expenditures for teacher salaries*	71.6%	Up from 71.0%	66.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.9%		89.4%	
Highly qualified teachers in high poverty schools	93.8%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The Rice Creek Learning Community just completed its twelfth year! Those years have been ones of change and growth along with many successes: National Blue Ribbon School of Excellence, National Blue Ribbon Special Emphasis Award for Technology, Exemplary Writing Award, Red Carpet Award, and Flagship School of Promise. In the most recent years, we have achieved the Palmetto Gold Award for the highest level of student academic achievement. We are very proud that in the past, Rice Creek has met 21 out of the 21 objectives defined by the US Department of Education for Adequate Yearly Progress. This includes all objectives that were met for "all students" and for the subgroups: racial/ethnic, subsidized meals, and disability status. We have also been recognized by the state's Education Oversight Committee as a school that is "closing the gap" for historically underachieving student groups. These honors are results of commitment to success by all . . . students, faculty and staff, parents, colleges and businesses, and all community stakeholders. Collaboratively, we align goals and work energetically to provide a safe, inviting, and supportive environment that empowers students to inquire, learn, and produce.

Test scores alone cannot depict the exemplary efforts and achievements of our students. Our children model diversity, democracy, and citizenship through foreign language, sensitivity awareness, service learning, and character education; they demonstrate physical triumphs through P.E. and our morning aerobics program; and they make new discoveries and create original works through technology and fine arts integration. Rice Creek's PACT results remain admirable and well above state averages. Those already-high test scores make it more difficult to score well on the Report Card's Improvement Rating, which sets a higher standard for schools each year. We continue to show improvements in English/Language Arts, math, social studies and science. Strategies such as Math SuperStars, 6-Trait Writing Model, and setting individual academic goals challenge all learners, while flexible grouping, classes with our reading interventionist, before-school programs, and summer school address specific learning needs. We will persist to work to move each and every student up to the next higher category of Basic, Proficient, or Advanced. In addition, with our implementation of the Northwest Evaluation Association's Measures of Academic Progress, MAP, we will continuously study strengths and weaknesses of each child in grades 2-5 and chart individual courses for success.

We are especially proud of our health and fitness initiatives this year that have involved the entire community! We have won the "All-Health Team" Award in the Midlands for involving our students in walking or running daily. Total miles for this year tally at approximately 5,000 and thanks to community financial support, we now boast a 1/5-mile track around our playground!

In the words of Arthur Ashe, "Success is a journey, not a destination." Our stakeholders recently revised our mission to embody just a few memorable words that exemplify the four points of the compass: Best Practices, Best Learning, Best Students, Best Citizens. Thank you for your support and for sharing the responsibilities of the success of our students and of Rice Creek!

Lisa McDowell, SIC Chair  
Linda Hall, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	52	152	112
<b>Percent satisfied with learning environment</b>	100.0%	86.8%	84.8%
<b>Percent satisfied with social and physical environment</b>	100.0%	83.8%	84.5%
<b>Percent satisfied with school-home relations</b>	94.1%	87.3%	69.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.